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AUTHOR Garrison, Bruce; Brown, Richard M.
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ABSTRACT

A study was undertaken to investigate the attitudes of journalism students towards journalistic ethics. The 52 respondents completed a questionnaire at the beginning and end of a senior-level journalistic ethics course; the questionnaire contained 49 opinion statements reflecting diverse ethical behavior of journalists. Factor analysis revealed three distinct information processing styles: type one, dominated by precourse responses; type two, dominated by the instructor as a marker variable and by postcourse responses; and type three, dominated by precourse responses. Results indicated that type two students who had completed the course showed much more support of statements expressing journalistic independence, calling for regular self-evaluation of performance, and advocating freedom from outside controls. These students altered previous attitudes that had favored peer group enforcement of ethical standards and came to oppose penalties for violation of ethical codes. They also modified a previously strong antipathy toward yielding to advertiser pressure in killing a story, and came to disagree less strongly with the statement that codes of ethics create a "police state" in the newsroom. (Author/DF)

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INFORMATION PROCESSING STYLES AS A FACTOR IN VALUE-ORIENTED INSTRUCTION

By Bruce Garrison

and Richard M. Brown

Assistant Professors
College of Journalism
Marquette University
Milwaukee, Wisconsin

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The authors are assistant professors in the College of Journalism at Marquette University. They would like to express their appreciation to Dean James F. Scotton for his encouragement and support on this project.

Along with an interesting focus upon the need for a more profound and comprehensive ethical framework for journalists, debate over the potentials for more effective ethical development in journalism programs has also increased. A major consideration is the degree to which values can be taught through formal instruction. The process of ethical socialization is obviously influenced not only by the predispositions of the socializer, but by those of the group with which he interacts.

At Marquette University, where the education process reflects the Catholic and Jesuit influence and would lead to a presumption of relatively high commonality in values, observation indicated a considerable divergence in both the predisposition toward and the reaction to instruction in journalism ethics. From this ensued this attempt to clarify the factors underlying this divergence and to explore the influence of differing information processing styles upon development of individual ethical frameworks.

Students at Marquette University receive their journalism ethics course as seniors, and, because of a rather extensive core, have considerable commonality in their journalism training. In addition, every student has nine semester hours of college-level theology and fifteen hours of philosophy, including a common general ethics course.[1]

Yet there were divergences in their predispositions toward and reactions to ethics instruction, and these divergences appeared to pattern into three general styles of information processing. One grouping, generally highly motivated toward academic achievement and possessing keen moral sense seemed to possess a distinct commitment both to personal ex-

cellence and to social responsibility. They were skeptical and independent in weighing courses of action and quite idealistic. Social needs were predominant over professional advantage in their decisions. In contrast to this "pro-social" group, a second group, also good academic performers, was much more pragmatic in their outlook and seemed motivated by professional more than social concerns. They might be termed the "pro-professional" group. Their thinking seemed more highly governed by their commitment to professional achievement and by the betterment of their profession. Thus the balance between information seeking and reinforcement was shifted distinctly toward reinforcement and they were less skeptical than the first group. Professional advantage outweighed social needs in their decisions.

The third component of the classes seemed to rely far more heavily on their emotions and tended to view options as dichotomous. More diverse in their career goals and less oriented toward print journalism, they appeared to have less self confidence and lower self esteem. They were prone to rationalize questionable practices in situations where personal advantage might ensue and to be cynical concerning ethical standards. Their values were far less consistent and were indicative of less developed value structures.[2]

It appeared that, if these differences in information processing styles were quantitatively identifiable, a greater understanding of both predisposition toward and reaction to value-oriented instruction could be achieved with consequent advantages in instructional efficiency and in understanding the subsequent influences of value-oriented information styles on professional performance. Central to this was the question of the degree to which these styles might be modified through specific

education in professional ethics. Rather than presuming that the observed groupings were the specific patterns, it was decided to use pre-course and post-course questionnaires to determine whether the students grouped into identifiable patterns and whether these patterns underwent significant change during the course.

The literature on group response to value-oriented instruction and influence and the development of ethical structures is extensive although tending to focus upon how undifferentiated groups respond or upon how a single condition influences response. Little has been done with the influence of broader types beyond the suggestions of Grey[3] on the uses of ideal types, Breed's[4] study of socializing processes, and Atwood and Grotta's[5] study of news-value socialization among beginning reporters.

Individual facet studies have focused upon such factors as the relation of fatalism and authoritarianism to professional attitudes,[6] and open- and closed-mindedness as a factor in cognitive conflict resolution.[7]

Much closer to the goals of this study was the work of Schwartz[8] in delineating inner-directed and other-directed values of professional journalists. The Schwartz as well as Atwood and Grotta studies suggested potential procedures for this study. Of particular interest was Schwartz' suggestion drawn from Host[9] and Merrill[10] that the inner-directed value structure might be best suited to achieving professional excellence.

While the goal of ethics instruction is to inculcate students with the values of the profession, the lack of consensus in journalism ethics and the discrepancy between practice and prescription present major

barriers to uniform acceptance. Although the students have a need to view their environment as reasonable, consistent, and predictable[11] and a major determinant of moral behavior is the group code,[12] they are faced with a complex situation both in determining principles and in incorporating them into their cognitions. They find, as Walter Mischel has indicated in his various works, that people do not acquire a homogenous conscience which uniformly dictates their self control. Rather, they make subtle discriminations dependent upon many variables, involving diverse components and complex interactions. Moral judgments, immediacy of reward, resistance to temptation, self-reactions following transgressions, self evaluation and self reinforcing are all major factors in this discrimination pattern, and each involves subprocesses rather than being a single, unified factor. In essence, then, effectiveness of ethics instruction and integration will be dependent in large part upon students' maturity, evaluation of the consequences of their acts, the nature of their commitment and their adoption of contingency rules. Knowledge alone, while it might determine classroom responses, would not insure adoption of particular practices.

Kohlberg[13] makes a distinction in the progression of moral development between structure (how a person thinks about content and belief, a universal which is subject to the laws of development) and content (what a person believes, which is subject to culturally variable experience). Knowledge appears to act in moral development as a single intervening variable rather than the determinant of ethic acceptance and structure development. Magowan and Lee[14] have found greater familiarity is strongly associated with more advanced moral judgments, but, like Kohlberg, Turiel[15] finds that as more advanced stages of moral development are reached, knowledge decreases. He interprets this phenomenon as a change in the

interpretation of content brought about by the increasing sophistication of the structure to accommodate the more complex information processing demands.

From these findings, it seems that although the students are relatively homogenous in age, education, and socio-economic background, potentials for differences in both structural and content dimensions remain strong, but the differences might be so individualized as to defy factoring. The increased information on journalism standards should, however, act to increase commonality of perceptions, already relatively uniform from three years of journalism education. This change should be reflected not only in content, but also in structure since there is an emphasis on rational analysis and a focus on professionalism in the course. Such change probably would not be uniformly toward reinforcing beliefs held in common with the instructor or changing beliefs toward those held by the instructor where views differ. Strength of some positive beliefs could be reduced by recognition of greater complexities, and deviance from the instructor's position could be increased by inputs from other sources.

The instructor, obviously, must be an important marker variable in this study. Although he is a familiar figure to most of the students, relatively few of them encounter him in earlier classes. Although studies have indicated the value of professionalism in the teaching of journalism skills, there is no clear evidence on the influences of a professional role model in inculcating journalistic values. In social psychology research, studies of role model influence have also led to no clear consensus. While Stein[16] found that a deviant model increased deviation, the nondeviant model showed little influence. Ross[17] and Rosenkoetter[18] found that while the deviant model increased deviance, the

nondeviant model decreased deviance although statistical significance was low in both cases (p less than 0.07 and p less than 0.10, respectively). Wolf and Cheyne[19] found the conforming model significantly increased resistance to deviation immediately and some resistance to deviation persisted a month later. From these studies, it might be inferred that congruity between the instructor's views and his practices will influence student acceptance, but it is unlikely that his ethical perceptions will strongly influence the students' decisions.

The instructor used in this study was an individual with a strong sense of professional ethics and possessing considerable and varied experience in specialized media, particularly in advocacy roles. His viewpoint is strongly libertarian, running counter to considerable advocacy of the social responsibility theory encountered in other courses. Although firm in his own positions, he attempts to cover the range of views and practices. He is not dogmatic about students accepting his personal position, often leaving controversial issues open ended after exploring the impact of the various courses on individual, professional, and societal needs. He makes heavy use of anecdotes, often drawn from his own experiences and he tends toward utilitarianism in his philosophy. His responses on the questionnaire used in this study place him unequivocably as the "pro-professional" type.

Although he recognizes that people are only partially consistent in the way they make moral judgments[20] and that students, being in a transitional period of acquiring new cognitive structures, are more likely to be inconsistent,[21] he is somewhat impatient with inconsistency, euphemism, and overgeneralization as barriers to rational examination. He demands continual rational justification from his students on their

positions and thus encourages structural development.

A variable not yet addressed in this continuing study lies in the student attitudes toward this instructor. While the students have generally rated his performance above the college average, the degree to which he is viewed as a respected source and how this changes during the course remains unexplored. As Mertz, et al.,[22] indicate, acceptance is partially predicated on this dimension and will vary to the degree the students are source and message oriented. There is an inherent compensatory mechanism in this area, though, both in his lack of dogmatism and in his selection of course readings reflecting both conflicting and complimentary viewpoints.

Research Questions

To direct the research for this study, the major concerns are presented in the following research questions:

(1) What are the patterns of responses for the pre-course and post-course groups, when combined?

(2) Do students in a value-oriented course such as journalism ethics change their values during the ethics course to more closely reflect those of the instructor?

Methodology

The undergraduate course, "Ethics of Journalism," is offered to seniors during both the fall and spring semesters at Marquette University. The course description states that the course studies "the practice of journalism as ordered by moral principles." The prerequisite for this course is an upperclass philosophy course, "Theory of Ethics." Enrollment for the spring semester 1979 was at about the mean enrollment for the preceding four academic years, ranging from 25 students to 60 students during 1975-78, with a mean of 42.5 students for eight semesters.[23]

All students enrolled in ethics class were included in the population. The data gathering instrument was a questionnaire consisting of opinion statements about journalistic ethical behavior. The original 55 opinion statements were devised for use in a study of professional journalists and the statements were related to existing professional codes of ethics. The questionnaire was pretested and used in the unpublished study.[24] For this study, the opinion statements were edited for a classroom population and greater conformity to course subject matter. The final data-gathering instrument contained 49 opinion statements and four demographic questions. Respondents were instructed to read the opinion statements and respond on a five-point Likert-type scale which ranged from "strongly agree" to "strongly disagree" with "undecided" as the neutral response.

Pre-course group data were gathered on the second day of classes for the spring semester, prior to introduction of any course material, on January 22, 1979. One student questionnaire was eliminated from the group after it was discovered to be less than fifty percent

completed. All other data were usable. Post-course group interviews were conducted on the final day of classes, May 2, 1979. All responses were judged usable in this group. A total of 31 students responded in the pre-course group and 21 responded in the post-course group. The course instructor completed a questionnaire in mid December, 1978.

The data from the course were analyzed in terms of determining types of ethical behavior attitudes in the pre-course and the post-course groups as shown through Q factor analysis of the ethics opinion statements judged by the students. Statistical analysis was performed by use of Van Tubergen's QUANAL program for Q factor analysis, and by use of Statistical Package for the Social Sciences subprograms for descriptive statistics.[25] The factor analysis was performed after data from both the pre-course and post-course groups were combined to form one group of 52 student respondents and the instructor. The factor analysis was a principal factors solution with rotation to varimax criteria after an attempt at an oblimax (oblique) rotation failed. First centroid estimates were used as communality estimates, and the initial criterion for stopping factoring was a minimum eigenvalue of 1.0. The number of factors suggested by the Common Variance Test was three, and the number of factors suggested by the Scree Test was four. A three factor solution was used in the data analysis below.

Findings

Overall, students in this course may be characterized as newspaper oriented, above average academically, and moderate to liberal in political identification. Four demographic variables were used to describe the group of students. Results are in Table 1.

Insert Table 1 about here

Of the group of 32 students completing questionnaires at the beginning of the semester, 50.0 percent considered themselves newspaper editorial oriented, while 18.8 percent sought careers in magazine editorial positions. Advertising and public relations, as well as broadcasting interests were also indicated by respondents.

Of the 32 respondents, 50.0 percent were male and 50.0 percent were female.

While 62.5 percent reported a grade point average in the 2.5 to 3.5 (4.0 maximum) scale, one fourth of the respondents boasted 3.5 or better.

The respondents were decidedly not conservatives. Only 3.1 percent identified themselves as political conservatives, while 46.9 percent considered themselves moderates and 46.9 percent considered themselves liberals. Another 3.1 percent did not respond to the item.

Typal Analysis

The Q factor analysis of the combined pre-course and post-course groups (n=53) isolated three patterns of responses among the

students, as shown in Table 2. Total variance accounted for was 56.28

Insert Table 2 about here

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percent, with 20.79 percent accounted for by factor one and 22.22 percent accounted for by factor two. Variance accounted for is shown in Table 6. The three types reflect distinct patterns and orientations

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Insert Table 6 about here

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to ethical behavior of journalists, and indicate that students do change their values in journalistic ethics during the duration of the ethics course, more closely paralleling those of the instructor. There were 36 items upon which the entire group of students agreed.[26] The three strongest consensus items which the students agreed and disagreed were, including average z-scores:

9. Independence is a key value of the journalist. (average z-score =2.911).
45. A journalist should review his or her ethical performance regularly to insure adherence to standards. (average z-score = 2.348).
30. The public's interests are best served by freedom of journalism from outside controls. (average z-score = 2.303).
12. Public relations and advertising are unethical fields of journalism. (average z-score = -0.823).
7. Sensationalizing news stories is alright since it makes them more interesting. (average z-score = -0.800).
39. Unethical acts are justified by the ends sought. (average z-score = -0.774).

The consensus items lead to curious observations about the group. Students entering the course or completing the course have strong opinions about independence of journalists (item 9) and freedom of journalism from outside controls (item 30). Students also believe that journalists should regularly review their performance

on their own, and not permit peer groups or other organizations perform the monitoring. Similarly, the students feel that public relations and advertising professionals must perform ethically, and that unethical acts are not justified. Respondents also feel that sensationalizing news is improper ethical behavior.

The three major types revealed in the factor analysis are discussed in detail below. A summary of the 49 statements and z-scores by types one through three is contained in Table 3.

Insert Table 3 about here

Correlations between types is shown in Table 5.

Insert Table 5 about here.

Type One: Pre-Course "A"

Type one consists of 23 students, 17 from the pre-course group and 6 from the post-course group. Demographically, the type is heterogenous on all variables. Type one, labeled the pre-course group "A" because type three also contains a considerable percentage of pre-course respondents, enters the course with opinions about journalistic ethics. The type felt that independence is the key value of the journalist, and item 9 received the highest positive z-score (2.858). Type one also believed that most journalists seek to keep their profession honorable (z-score = 2.190), and that journalists should regularly monitor their own ethical behavior to insure adherence to

standards (z-score = 1.978).

Type one was strongest in disagreement with statements encouraging advertiser pressure on journalists not to write displeasing stories (z-score = -2.372), supporting government monitoring of the press (z-score = -1.936), and that codes of ethics generate a police state atmosphere in the newsroom (z-score = -1.773).

Type one could not decide about three items. Item 25, stating that ethical codes should be absolute since departure from then acts against the public interest, resulted in z-score of 0.003. Item 10, expressing no need for a code of ethics, also generated uncertainty, with a z-score of -0.003. Finally, an item stating that a journalist should adjust professional ethics to those of the outlet where the journalist works also resulted in a neutral z-score (-0.002). A complete list of items and z-scores described above is in Table 4.

Insert Table 4 about here

Type Two: Post-Course

Type two consists of 20 students and the post-course marker variable, the instructor. The type contains 13 post-course respondents and 7 pre-course respondents in addition to the instructor. Demographically, like type one, type two is heterogenous on the four variables. This type is clearly identified by the instructor's loading on the second factor in Table 2, the highest among the variables in the factor. And, generally, the loadings of the post-course respondents were higher than those of the pre-course respondents for the same factor.

Type two indicates many of the attitude changes encouraged by the course. While type one supported independence of the journalist (z= 2.858)

stronger than any other item, type two was even more supportive of the item (z= 3.169). Other items characteristic of the type included strong agreement that journalists should regularly review their performance (z= 2.789), that there should be journalistic freedom from outside controls (z= 2.734), and that journalists seek to keep their profession honorable (z= 2.376). This type also feels that codes of ethics give it a clear picture of how journalists should conduct themselves professionally (z= 2.108).

Type two expressed strong disagreement with statements involving freebies. Two items (11 and 21) stating that journalists should use free tickets to events and that journalists should accept rewards from sources for good reporting were rejected by type two with more certainty than other statements with which it disagreed (z= -0.949 and z= -0.943). Furthermore, the type also disagreed that journalists should accept gifts if no one finds out (z= -0.785) and disagreed that a journalist should accept all the extras he or she can get (z= -0.709). This type also disagreed with the proposal that government should monitor journalists (z= -0.928) and that journalists should favor politicians in their reporting if the journalist feels the politician deserves office (z= -0.701).

While type one was uncertain in its response to three items (10, 25, and 40), type two was uncertain about only one item. Type two modified its disagreement with the statement that it is management's role to enforce codes of ethics (z= -0.847 for type one and z= -0.844 for type three, both pre-course types) to a score indicating confusion on the issue (z= -0.003).

Type Three: Pre-Course "B"

Type three consists of nine students, seven of which are pre-course

respondents and two are post-course respondents. Demographically, the type is dominated by advertising and other non-newspaper career orientations, but it is rather heterogenous on other demographic variables.

Type three, like types one and two, most strongly agrees with the statements supporting independence as a key value of the journalist (z= 2.705) and freedom from outside controls (z= 2.414). This type also strongly supports regular review of performance (z= 2.276) and it seeks a universal code of ethics for all journalists to follow (z= 1.560). Unlike types one and two, type three did not feel as strongly that most journalists attempt to keep their profession honorable (z= 1.291).

Type three seeks to retain its professional integrity by refusing to lie if needed even if the public is perceived by the journalist to benefit by such a decision (z= -1.906). Types one and two were not as strong in disagreement with this item (type one z= -1.095 and type two z= -0.666). The type also strongly disagreed that there should be government monitoring (z= -1.391) and that unethical behavior is often justified by the ends sought (z= -1.260). This type did not display any measurable degree of uncertainty on any of the 49 items, generally expressing at least mild disagreement or agreement with all items.

Discussion of Typal Differences

Of concern here is the three sets of typal differences on statements, particularly types one and two, the dominant pre-course type and the only post-course type. In investigating the major points of differentiation in terms of z-scores for types one and two, four items

listed below surface:

3. News stories that displease advertisers should not be written. (type one z= -2.372; type two z= -0.637; difference = 1.736).

5. Journalistic ethics should be enforced by a governing organization of peers. (z= 1.069; z= -0.512; difference = 1.581).

1. The existence of a code of ethics creates a police state in the newsroom. (z= -1.773; z= -0.304; difference = 1.469).

14. There should be specific penalties set up for ethical violations. (z=1.127; z= -0.292; difference 1.419).

The item of closest agreement for the types is item 46, agreeing that most journalists do not knowingly violate codes of ethics (z-score difference = 0.008).

The item most clearly differentiating types one and three is item 46 also, with type one strongly supporting the idealistic view that intentional violations do not occur (z=1.084), while type three moderately opposed it (z= -.421), a difference of 1.505. Other important differences between these two items are:

3. News stories that displease advertisers should not be written. (type one z= -2.372; type three z= -0.905; difference = 1.467).

1. The existence of a code of ethics creates a police state in the newsroom. (z= -1.773; z= -0.325; difference = 1.449).

44. Since each decision must be made individually, ethical standards have little practical use. (z= 0.166; z= -1.039; difference = 1.205).

42. The press is a private enterprise rather than a public utility. (z= 0.566; z= -0.563; difference = 1.129).

Analysis of differences between types two and three reveals the strongest split over whether press ethics should be governed by an organization of peers. Type two moderately resists the proposal (z= -0.512), while type three strongly supports the plan (z= 1.411), a difference of 1.923 units. Another issue which clearly splits the two types is whether the press is a private enterprise or a public utility. Type two strongly agrees that the press is a private enterprise (z= 1.287), but type three opposes the statement (z= -0.563),

a difference of 1.850 units. Type two supported the belief that there are intentional code violations (z = 1.093), but type three mildly disagreed (z = -0.421), a difference of 1.514 units.

Conclusions

The data presented here indicate that when the pre-course and post-course responses are collapsed into one group with the instructor, a distinct factor solution emerges. The results give support to the argument that the instructor does have a marked influence on students in value-oriented instruction such as journalism ethics. With type two in the solution aligning with the instructor, the pattern clearly surfaces that pre-course values in journalistic ethics change to more closely reflect the values presented by the instructor in the class. The two pre-course types indicate divergent approaches to ethical behavior prior to the course, but the single post-course type indicates a convergence of thinking toward that of the instructor at the end of the course.

Prior to the course, the first and third types presented in the data represent two distinct views of ethical behavior. Type one, the larger pre-course type with 23 respondents, seems more idealistic than type three, believing, for example, that journalists do not knowingly violate ethical standards. Type one also seemed more aggressive as reporters, more willing to write and publish news stories that might displease advertisers than type three. Type three, while being pragmatic about violations of ethical standards, entered the course feeling that the press is a public utility and highly valued the daily use of codes of ethics in the newsroom.

Type two indicated many of the changes encouraged by the instructor and the course content, resulting in greater homogeneity in thinking about journalistic ethics. The type reveals stronger orientations after taking the course toward independence and freedom from outside controls. The post-course type also opposes peer group enforcement of codes, whereas both types, one and three, supported the item (51). Similarly, type two opposed specific penalities for violations of codes, but types one and three supported the item (14).

These findings suggest that in a value-oriented course such as journalism ethics, that the role of the instructor is critical in influencing the students' thinking. The relative differences in z-scores tabulated in Table 3 delineate differences between groups posited in earlier discussion although some discrepancy may be noted.

Type one follows generally the "pro-social" type. These students display greater confidence in their own capacities and individual judgment, and less confidence in journalistic standards and codes. They are distrustful of authority whether it is governmental, management, advertiser, or source. They are less sure of the societal value of an unregulated press and the influences of the First Amendment. Concerned with the standards of other journalists and more rigid in holding to their own values, they favor peer governments and would be more likely to invoke sanctions. Elitists in determining and acting for the public good, they tended to accept bias in their reporting to favor a political candidate they felt was deserving.

Type two, following the "pro-professional" type, displays a consistent adherence to journalistic independence coupled with a sense of high individual professional standards. They are more pragmatic, however, in ad-

justing their personal standards to requirements of their work and more confident of management, feeling that management exhibits the same sense of honor and public welfare they perceive as characteristic of the profession. They are committed to truth and reject practices harmful to credibility and professional reputation. They see practical value in the standards of the profession and seek to ememplify them.

Type three is less confident in personal standards and would be more amenable to prescriptive codes. They see journalists as less honorable than do other types and are more prone to condone questionable practices, particularly when a personal advantage might ensue. They are more inconsistent. Ethics is not seen as a management responsibility but codes apply only when enforced. The press is a public utility but should not be regulated as one. Ethics form a practical framework but most journalists knowingly violate them. Overall, their tendency towards oversimplification, inconsistency, cynicism, and self interests is indicative of a less sophisticated stage of development and higher reliance on emotion in their information processing.

In the shifting of students' responses between the pre-course test and the post-course test, it is apparent that the course has done more than impart knowledge. While information alone is associated with increasing sophistication in moral development, the shift from type one and three to type two has been greater than might be anticipated from knowledge alone. In view of the limited success of role model research in displaying effects created by conforming role models, a conclusion that this was the source of the change would be unacceptable. Evidently, the course creates a persuasive environment which encourages movement to a more sophisticated developmental stage and unifies content. Directed focus upon ethical standards which demands students examine their own views, exposure to increased information and a variety of viewpoints, and the emphasis on rational evaluation have

combined with the students' perception of the instructor as a conforming role model to create an expanded commitment to professionalism and higher commonality in dealing with professional decisions.

As one student noted in her final examination booklet, "I found myself asking more questions than I would have believed possible. Perhaps that is the purpose of the course, learning to question so that the answers might emerge."

If, as Schwartz indicated, development of inner-directed values is a major factor in professionalism, the course has provided impetus to the professionalization process, accelerating both stage and content and providing a common foundation for continued development.

From this study, the contribution of specific ethics instruction to professionalization might be inferred, and it suggests that increasing attention to student information processing styles might enhance effectiveness of ethical formation. It also suggests directions of study into the processes of persuasion which might contribute to knowledge of that process in both development and modification of values.

TABLE 1

DEMOGRAPHIC VARIABLES SUMMARY

Variable	(N=32)
Career Interest	
Newspaper Editorial	50.0%
Magazine Editorial	18.8
Advertising-Public Relations	15.6
Broadcasting	12.8
Missing	3.1
Total	100.0
Sex	
Male	50.0%
Female	50.0
Total	100.0
Grade Point Average (Maximum=4.00)	
3.50-4.00	25.0%
2.50-3.40	62.5
1.50-2.40	12.5
Total	100.0
Political Identification	
Liberal	46.9%
Moderate	46.9
Conservative	3.1
Missing	3.1
Total	100.0

TABLE 2

REORDERED FACTOR MATRIX

Communality		Variable[a]	Factor 1	Factor 2	Factor 3
Factor 1:					
0.394	1	A-F-B-M Post	0.571	0.156	0.208
0.503	2	N-F-A-M Pre	0.626	0.139	0.304
0.393	3	N-M-C-L Pre	0.549	0.172	0.249
0.472	4	N-M-A-L Pre	0.598	0.273	0.200
0.641	5	N-F-B-L Pre	0.684	0.340	0.239
0.516	6	M-F-B-M Post	0.613	0.019	0.374
0.499	7	N-F-B-L Post	0.598	0.202	0.317
0.558	8	B-F-C-M Pre	0.614	0.412	0.107
0.693	9	M-F-A-L Pre	0.660	0.498	0.095
0.544	10	M-M-A-L Post	0.569	0.393	0.256
0.619	11	9-F-B-L Post	0.591	0.249	0.455
0.533	12	A-F-B-M Pre	0.545	0.063	0.482
0.577	13	N-M-B-M Pre	0.557	0.494	0.150
0.716	14	N-F-B-L Pre	0.614	0.353	0.463
0.484	15	N-F-B-L Pre	0.504	0.283	0.387
0.454	16	N-M-B-C Pre	0.488	0.353	0.302
0.597	17	N-M-A-M Pre	0.554	0.478	0.248
0.400	18	A-M-B-M Post	0.436	0.318	0.330
0.471	19	B-M-B-9 Pre	0.472	0.332	0.372
0.508	20	N-F-B-L Pre	0.487	0.416	0.313
0.426	21	M-M-B-M Pre	0.434	0.342	0.348
0.593	22	N-M-B-M Pre	0.502	0.451	0.371
0.418	23	9-M-C-M Pre	0.421	0.357	0.337

[a]Variable key: Column 1: N=Newspaper, M=Magazine, A=Advertising/Public Relations, B=Broadcasting, 9=Missing. Column 2: M=Male, F=Female. Column 3: A=Grade point average 3.50-4.00, B=2.50-3.50, C=1.50-2.50. Column 4: L=Liberal, M=Moderate, C=Conservative.

TABLE 2

REORDERED FACTOR MATRIX

Communality		Variable[a]	Factor 1	Factor 2	Factor 3
Factor 2:					
0.723	24	Instructor	0.129	0.822	0.179
0.622	25	A-M-B-M Post	0.007	0.716	0.331
0.628	26	M-M-A-L Post	0.300	0.685	0.263
0.871	27	N-M-B-L Post	0.439	0.805	0.175
0.706	28	M-F-A-M Post	0.392	0.723	0.173
0.807	29	9-F-A-M Post	0.372	0.768	0.282
0.451	30	B-F-B-L Post	0.237	0.572	0.259
0.608	31	9-F-B-L Post	0.073	0.656	0.416
0.702	32	9-9-9-9 Post	0.490	0.677	0.053
0.606	33	N-M-A-M Post	0.419	0.620	0.217
0.644	34	M-F-B-M Post	0.108	0.636	0.478
0.531	35	A-F-A-M Pre	0.096	0.569	0.445
0.503	36	M-M-B-9 Post	0.347	0.552	0.278
0.522	37	N-M-B-L Post	0.433	0.560	0.142
0.590	38	N-F-B-M Pre	0.474	0.589	0.133
0.487	39	N-M-B-L Pre	0.421	0.533	0.157
0.758	40	N-M-B-L Pre	0.559	0.624	0.238
0.517	41	B-F-B-M Pre	0.314	0.501	0.409
0.711	42	N-F-B-L Pre	0.545	0.579	0.279
0.453	43	M-M-A-L Pre	0.312	0.439	0.404
0.509	44	B-M-B-M Post	0.426	0.458	0.344

[a]Variable key: Column 1: N=Newspaper, M=Magazine, A=Advertising/Public Relations, B=Broadcasting, 9=Missing. Column 2: M=Male, F=Female. Column 3: A=Grade point average 3.50-4.00, B=2.50-3.50, C=1.50-2.50. Column 4: L=Liberal, M=Moderate, C=Conservative.

TABLE 2

REORDERED FACTOR MATRIX

Communality		Variable[a]	Factor 1	Factor 2	Factor 3
Factor 3:					
0.322	45	A-F-B-L Pre	0.132	0.025	0.551
0.474	46	A-M-B-L Pre	0.260	0.178	0.612
0.540	47	B-M-B-M Pre	0.152	0.375	0.613
0.494	48	M-F-A-M Pre	0.343	0.241	0.564
0.495	49	A-F-B-M Post	0.351	0.230	0.565
0.791	50	9-F-A-L Pre	0.473	0.362	0.660
0.539	51	N-M-B-M Pre	0.451	0.216	0.537
0.477	52	A-M-C-L Pre	0.347	0.329	0.498
0.737	53	M-F-B-M Post	0.469	0.507	0.509

[a]Variable Key: Column 1: N=Newspaper, M=Magazine, A=Advertising/Public Relations, B=Broadcasting, 9=Missing. Column 2: M=Male, F=Female. Column 3: A=Grade point average 3.50-4.00, B=2.50-3.50, C=1.50-2.50. Column 4: L=Liberal, M=Moderate, C=Conservative.

TABLE 3

ETHICS ITEM DESCRIPTIONS AND TYPAL Z-SCORES

Ethics Item Description	Typal Z-Scores I n= 23	II 21	III 9
1. The existence of a code of ethics creates a police state in the newsroom.	-1.8	-0.3	-0.3
2. Nudity in media photos is acceptable since most people don't mind seeing it.	-0.2	0.1	-0.0
3. News stories that displease advertisers should not be written.	-2.4	-0.6	-0.9
4. No story that injures an individual should be published.	-0.5	-0.2	-0.2
5. Journalism ethics should be enforced by a governing organization of peers.	1.1	-0.5	1.4
6. If there is no other way a journalist can cover a story, it is all right to accept free transportation from groups interested in publicizing it.	0.2	-0.2	0.7
7. Sensationalizing news stories is all right since it makes them more interesting.	-0.9	-0.6	-0.9
8. Government monitoring of the press would insure a more equitable access of the full range of ideas.	-1.9	-0.9	-1.4
9. Independence is a key value of the journalist.	2.9	3.2	2.7
10. Since my general standards are high, I have no need for a professional code.	-0.0	0.0	-0.5
11. Submitting expense vouchers for tickets instead of accepting free ones is a waste of the newspaper's resources.	-0.0	-0.9	-0.6
12. Public relations and advertising are unethical fields of journalism.	-0.8	-0.6	-1.0

TABLE 3 CONTINUED

ETHICS ITEM DESCRIPTIONS AND TYPAL Z-SCORES

	Ethics Item Description	Typal Z-Scores I n=23	II 21	III 9
13.	Decisions should be made in terms of immediate needs rather than long term values.	-0.5	-0.3	-0.0
14.	There should be specific penalities set up for ethical violations.	1.1	-0.3	1.0
15.	In order to preserve a good source, a reporter may tone down news stories that reflect on the source.	0.8	0.4	1.0
16.	Ethical standards give me a clear picture of how I should conduct my work as a journalist.	1.0	2.1	1.5
17.	Sports journalists should be boosters of area teams.	-0.4	-0.4	-0.1
18.	Enforcement of ethics is the responsibility of management, not the individual.	-0.8	-0.0	-1.0
19.	A reporter's pledge of confidentiality is not binding if the courts overrule it.	-0.4	-0.7	-0.2
20.	Codes of ethics are a joke to practicing journalist.	-0.3	-0.1	-0.1
21.	A journalist should be able to accept rewards from a source for doing a good job of coverage.	-1.0	-0.9	-0.1
22.	Codes of ethics apply only when the editors enforce them.	-0.9	-0.5	-0.3
23.	Journalistic ethics govern only reporting and not expression of opinion.	-0.6	-0.6	-0.5
24.	There is no reason except sensationalism for publishing pictures of violent horror.	0.1	-0.4	0.2
25.	Ethical codes should be absolute since any departure from them acts against the public interest.	0.0	-0.3	0.2

TABLE 3 CONTINUED

ETHICS ITEM DESCRIPTIONS AND TYPAL Z-SCORES

	Ethics Item Description	Typal Z-Scores I n=23	II 21	III 9
26.	It is stupid to forbid taking the extras the reporter can get.	-0.3	-0.7	-0.6
27.	Community interests should always override the interests of the individual.	0.1	-0.1	0.9
28.	As long as a journalist stays within the law, the journalist has no further need for ethical standards.	-0.2	-0.6	-1.0
29.	If I felt a political candidate deserved office, I would favor him or her in my reporting.	-0.1	-0.7	-0.7
30.	The public's interests are best served by freedom of journalism from outside controls.	1.8	2.7	2.4
31.	Most media consumers are not concerned about a journalist's ethical standards.	0.4	0.1	1.0
32.	Illegal means of gaining information are justified when they might result in conviction of a crook.	0.3	-0.3	-0.1
33.	First Amendment rights of the press may override other interests of society.	1.1	0.5	0.3
34.	I ignore unethical acts by other journalists.	-0.0	-0.4	-0.2
35.	Management uses ethics codes to keep professional journalists insecure.	-0.2	-0.4	-0.6
36.	Having a good job is more important to me than having high ethical standards.	-0.4	-0.6	-0.2
37.	I would lie in a news story if I thought the public would benefit by it.	-1.1	-0.7	-1.9

TABLE 3 CONTINUED

ETHICS ITEM DESCRIPTIONS AND TYPAL Z-SCORES

	Ethics Item Description	Typal Z-Scores I n=23	II 21	III 9
38.	Most journalists seek to keep their profession honorable.	2.2	2.4	1.3
39.	Unethical acts are justified by the ends sought.	-0.6	-0.5	-1.3
40.	I should adjust my professional ethics to those of the media outlet where I work.	-0.0	0.2	0.6
41.	There should be a universal code of ethics for all journalists to follow.	1.1	0.3	1.6
42.	The press is private enterprise rather than a public utility.	0.6	1.3	-0.6
43.	The print media should be regulated like any other public utility.	-0.7	-0.6	-0.8
44.	Since each decision must be made individually, ethical standards have little practical use.	0.2	-0.4	-1.0
45.	A journalist should review his or her ethical performance regularly to insure adherence to standards.	2.0	2.8	2.3
46.	I don't believe most journalists knowingly violate ethical standards.	1.1	1.1	-0.4
47.	It's all right to accept gifts from special interest groups if the gifts don't influence handling of stories about the groups.	-0.1	-0.6	-0.1
48.	Journalism should be tempered by needs of special interests.	-0.2	-0.4	-0.6
49.	I would accept gifts from a source if nobody else would find out about it.	-0.7	-0.8	-0.7

TABLE 4

ARRAY OF SELECTED Z-SCORES FOR TYPES 1-3

Item		Z-Scores
Type 1:		
9.	Independence is a key value of the journalist.	2.858
38.	Most journalists seek to keep their profession honorable.	2.190
45.	A journalist should review his or her ethical performance regularly to insure adherence to standards.	1.978
30.	The public's interest are best served by freedom of journalism from outside controls.	1.761
21.	A journalist should be able to accept rewards from a source for doing a good job of coverage.	-1.031
37.	I would lie in a news story if I thought the public would benefit by it.	-1.095
1.	The existence of a code of ethics creates a policy state in the newsroom.	-1.773
8.	Government monitoring of the press would insure a more equitable access of the full range of ideas.	-1.936
3.	News stories that displease advertisers should not be written.	-2.372
Type 2:		
9.	Independence is a key value of the journalist.	3.169
45.	A journalist should review his or her ethical performance regularly to insure adherence to standards.	2.789
30.	The public's interests are best served by freedom of journalism from outside controls.	2.734
38.	Most journalists seek to keep their profession honorable.	2.376
16.	Ethical standards give me a clear picture of how I should conduct my work as a journalist.	2.108

TABLE 4 CONTINUED

ARRAY OF SELECTED Z-SCORES FOR TYPES 1-3

29.	If I felt a political candidate deserved office, I would favor him or her in my reporting.	-0.701
26.	It is stupid to forbid taking the extras a reporter can get.	-0.709
49.	I would accept gifts from a source if nobody else would find out about it.	-0.785
8.	Government monitoring of the press would insure a more equitable access of the full range ideas.	-0.928
21.	A journalist should be able to accept rewards from a source for doing a good job of coverage.	-0.943
11.	Submitting expense vouchers for tickets instead of accepting free ones is a waste of the newspaper's resources.	-0.949
Type 3:		
9.	Independence is a key value of the journalist.	2.705
3.	The public's interests are best served by freedom of journalism from outside controls.	2.414
45.	A journalist should review his or her ethical performance regularly to insure adherence to standards.	2.276
41.	There should be a universal code of ethics for all journalists to follow.	1.560
16.	Ethical standards give me a clear picture of how I should conduct my work as a journalist.	1.503
5.	Journalism ethics should be enforced by a governing organization of peers.	1.411
39.	Unethical acts are justified by the ends sought.	-1.260
8.	Government monitoring of the press would insure a more equitable access of the full range of ideas.	-1.391
37.	I would lie in a news story if I thought the public would benefit by it.	-1.906

TABLE 5

CORRELATIONS AMONG TYPES

Type		I	II	III
I	Pre Course "A"	------	0.791*	0.805*
II	Post Course		------	0.744*
III	Pre Course "B"			------

*All correlations are significant at the $p \leq 0.01$ level.

TABLE 6

VARIANCE ACCOUNTED FOR, EIGENVALUES

Factor-Group		Variance Accounted For	Total Variance	Factor Eigenvalue
I	Pre Course "A"	20.79%	20.79	25.6016
II	Post Course	22.22	43.01	2.5414
III	Pre Course "B"	13.27	56.28	1.6841

Footnotes

1. Specifics of courses and sequences may be found in The Marquette University Combined Undergraduate Bulletin 1978-79. Milwaukee, Marquette University, 1978.

2. An earlier report with the same title as this paper outlines in detail these observations. See "Information Processing Styles As A Factor In Value-Oriented Instruction," a paper presenting preliminary results of the current study to the Spring Meeting of the Mass Communication and Society Division, Association for Education in Journalism, Utah State University, Logan, Utah, March 1979.

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22. Mertz, et al., op. cit.

23. See Marquette University College of Journalism records.

24. A copy of the questionnaire is available from the authors.

25. See G. Norman Van Tubergen, "Q Analysis: QUANAL," a computer program for Q, available at the University of Kentucky, Lexington. The authors would like to express their appreciation to Prof. Van Tubergen for his assistance in analysis of the data. See also Norman H. Nie, et al., Statistical Package for the Social Sciences, second ed., New York: McGraw-Hill Book Co., 1975.

26. Consensus items are computed on the basis of a criterion spread of no more than 1.0 units between the lowest and highest typal z-score on each statement.